



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

to the economic facts of the child's life. Detailed chapters are devoted to the wants common to all peoples. A studied attempt is made to instil the idea that these may be satisfied only through co-operation.

Special chapters are devoted to co-operation in dealing with dependents, defectives, and delinquents, to team work in taxation, and to team work in industry. The book attempts to prepare the future citizen to deal with industrial troubles on the basis of identity of interests of the hitherto warring groups and in the light of the public weal. Great importance is attached to the home as the fundamental community and as the proper place for co-operation to begin.

Later chapters are devoted to the machinery of township, county, city, state, and national government. Their virtues and shortcomings are shown, and it is sought to instil the desire for studied improvement.

The plan of the book is admirable, in that it keeps within the interests and comprehension of pupils. The book is valuable in its wealth of illustrative material and in its subtle manner of presentation. It will go far toward helping future citizens to attain "team work through government for the achievement of common purposes."

LUTHER LEECH

---

*Measuring various types of correspondence.*—The familiar scales for measuring the quality of English compositions written by pupils either make no distinction between the different forms of composition or limit themselves to the traditional forms of description, exposition, narration, and argumentation. Superintendent Lewis, of Rockford, Illinois, recognizing that letter writing is the form of composition most used by adults and a form commonly taught both in the elementary and the high schools, has worked out a set of scales for measuring business and social letters.<sup>1</sup> He has perfected separate scales for order letters, letters of application, social letters of the narrative type, and social letters of the problematic type. To these he has added a new scale for simple narration. The method of collecting and evaluating samples, which is described in detail, is thoroughly scientific. An excellent introductory résumé and criticism of previous work in this field and a concluding bibliography enhance the value of the book. Mr. Lewis' brief and clear descriptions of his procedure would score very high on a composition scale.

D. L. GEYER

CHICAGO NORMAL COLLEGE

---

*Professional opportunities for women.*—In the general trend toward a normal economic situation, the readjustment of the occupational activities of women is following an uncertain course. It is not clear that women will retain

<sup>1</sup> ERVIN EUGENE LEWIS, *Scales for Measuring Special Types of English Composition*. "School Efficiency Monographs." Yonkers-on-Hudson, New York: World Book Co., 1921. Pp. 144.

their war-time status in all the callings into which they have been drawn, nor yet that they will be excluded from any of them. To many who have interested themselves in forecasting and planning for the final adjustment, the question of possible and desirable opportunities for women workers is especially perplexing as regards the field of professional and semi-professional activities. Some interesting and suggestive facts are presented in the report<sup>1</sup> of a study made for the Women's Educational and Industrial Union of Boston.

Outlining the distinguishing characteristics of professional work, and noting the modern tendency toward the conception of the nature of the professions as human and social services, the author warns that women must place themselves on the same footing of professional responsibility with the men. The point of view from which the study was made is clearly defined by the discussion of this relation of women to the professions they enter.

For the present, since they are helping to establish the professional position of women, they are called upon to demonstrate courage and stability to an even greater extent than men of the same professional equipment and at the same time to avoid the pitfalls of sex rivalry and sex exploitation. In the long run, they will succeed in proportion to the extent to which they meet professional standards as workers and citizens and not as women, while recognizing that these standards are not final revelations but part of a group process, to which they have something to contribute. The professional groups of the future, far more than of the past, will be composed of both men and women, and their standards and policies will be shaped by both. Just what changes and distributions of effort this will bring about remain to be seen, although they will undoubtedly arise. Present opinions are based on far too slender an array of fact and experience to be of much value. But it is highly important to remember in this connection that a profession is not merely an intellectual acquirement but a way of life involving many instinctive and emotional adjustments. Women as relative newcomers will have to make these adjustments in larger measure than men, and at the same time to modify in more respects their social and personal arrangements [p. 19].

In order to equip themselves for true professional service and the better to establish themselves in the professions they enter, women are urged to avail themselves of every possible means of professional training and advancement, such as institutional training with its increasing fellowship opportunities, affiliation with professional associations, and service on public boards and commissions. Examples of personnel specifications of professional workers such as those prepared by the Army Committee on Classification of Personnel are presented as suggestive of the type of analysis the women should make of the requirements of the professional work they contemplate.

A separate chapter is devoted to each of a large number of types of professional service, the statements of women already engaged in such service which were received in answer to questions submitted by Dr. Adams being introduced to show the demands made upon them as professionals as well as

<sup>1</sup> ELIZABETH KEMPER ADAMS, *Women Professional Workers*. New York: Macmillan Co., 1921. Pp. xiv+467.

the kinds of service they have opportunity to render. The last three chapters include pertinent suggestions concerning the securing of employment by women professional workers, the training which should be provided, and the attitude and activities of women engaged in professional work.

The discussion is timely and will be of interest and value to women engaged in or looking toward professional life, to employers requiring the services of professional women, and to school authorities concerned with the content of professional courses.

## CURRENT PUBLICATIONS RECEIVED

### GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

ALEXANDER, CARTER, and THEISEN, W. W. *Publicity Campaigns for Better School Support*. Yonkers-on-Hudson, New York: World Book Co., 1921. Pp. viii+164.

HAYES, AUGUSTUS W. *Rural Community Organization*. Chicago: University of Chicago Press, 1921. Pp. xi+128. \$1.50.

HOPKINS, L. THOMAS. *The Marking System of the College Entrance Examination Board*. "Harvard Monographs in Education," Series I, No. 2. Cambridge, Massachusetts: Graduate School of Education, Harvard University, 1921. Pp. 15.

LEE, JEAN HUNT, JOHNSON, BUFORD J., and LINCOLN, EDITH M. *Health Education and the Nutrition Class*. New York: E. P. Dutton & Co., 1921. Pp. xv+281. \$3.50.

*Old-Age Support of Women Teachers*. "Studies in Economic Relations of Women," Vol. XI. Boston: Women's Educational and Industrial Union, 1921. Pp. 122. \$1.25.

RICE, O. S. *Lessons on the Use of Books and Libraries*. Chicago: Rand McNally & Co., 1920. Pp. xviii+178.

### BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

ARMAND, EMMA C. *Grammaire Élémentaire*. Boston: D. C. Heath & Co., 1921. Pp. x+288. \$1.56.

BEDFORD, EDGAR A. *General Science*. Boston: Allyn & Bacon, 1921. Pp. xxiv+387.

DADISMAN, SAMUEL H. *Methods of Teaching Vocational Agriculture in Secondary Schools*. Boston: Richard G. Badger, 1921. Pp. 142. \$2.00.

KLENKE, WILLIAM W. *Art and Education in Wood-Turning*. Peoria, Illinois: Manual Arts Press, 1921. Pp. 110. \$1.40.

MACCRONE, T. *Practical French Phonetics*. Boston: Allyn & Bacon, 1921. Pp. vii+140.

*Standard Usage in English*. Chicago: University of Chicago Press, 1921. Pp. iv+28.